



Ashdene Primary School

Phonics Workshop

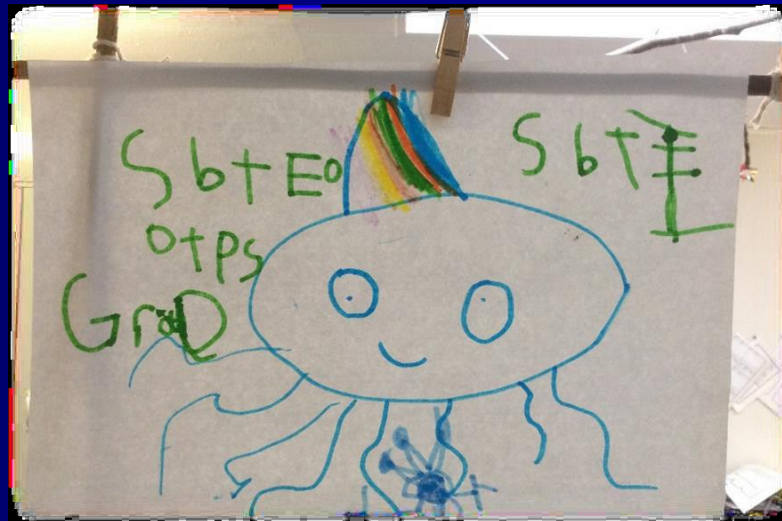
October 2020

Aims of the workshop

- Why do we teach phonics?
- The Importance of Phase 1
- A Typical Phonics Lesson
- Phonics Terminology
- How to Help at Home

Why do we teach phonics?

- Phonics is recommended as the first strategy used to help children read and write
- Words are made up from small units of sounds, called phonemes. Phonics teaches children to listen carefully and identify the phonemes that make up each word. This helps them learn to read and spell words.



Phonics in phases

The importance of Phase 1

- Phase 1 is usually taught in Pre-School/Nursery
- It begins with sound discrimination in the environment
- Then- listening to repetitive sounds in words through alliteration and rhyme
- Following this, children should then have lots of opportunities to listen and join in with 'oral blending and segmenting'
- For example, when giving children instructions, the adult could segment the last word into separate phonemes and then immediately blend the sounds together to say the word- e.g. "It's time to get your c-oa-t, coat! Or Touch your t-oe-s, toes!"

Phonics in phases

The importance of Phase 1

- It is important to not rush onto phase 2 and start introducing children to letters and their sounds before they have had lots of exposure to oral segmenting and blending
- The technique of segmenting and blending is necessary throughout the phonics phases. You may notice your child is still working on this when reading their book. If this is the case, please provide them with lots of opportunities to hear you segmenting and blending. Also, read the book with them and practise this aspect with them.



A Typical Phonics Lesson

- **A phonics session is taught everyday**
- Learning is then reinforced in the classroom areas of learning and in small group activities
- We use a clear progression based on the 'Letters and Sounds' document

<https://www.gov.uk/government/publications/letters-and-sounds>





A Typical Phonics Lesson...



Revisit prior learning	Teach	Practise	Appy
Re-cap letters and sounds we have already learnt Re-cap and high frequency or tricky words we have already learnt	Children will be taught a new sound and will be shown the letter/letters that make that sound. Here, we will also demonstrate how to correctly form these letters. We may also learn a new high frequency word or tricky word	All children will either practise reading or writing with the recently learnt sounds. This will be in small groups that are differentiated based on the children's current phonetic understanding	All children will then apply their learning by reinforcing the new learning to a whole group reading/writing task

The sessions include lots of opportunities for segmenting and blending sounds

Letter Formation

- We use the Read Write Inc letter rhymes to support children to correctly form letters.
- <http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf>
- <http://www.copenhagen.islington.sch.uk/wp-content/uploads/2013/10/Read-Write-Inc-Phonics-sound-list-and-rhymes.pdf>



A typical phonics lesson continued...

- We always regularly encourage the children to say each sound correctly; using the pure sound

<https://www.youtube.com/watch?v=UCI2mu7URBc>

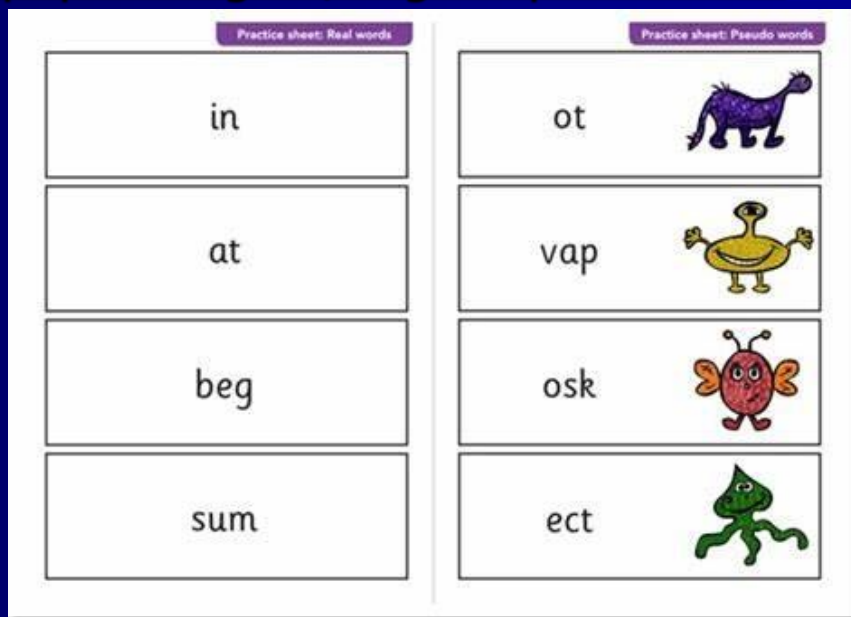
- Children also have lots of opportunities to read and write words in a sentence. This helps them learn what a sentence is and what a good sentence needs. They can also apply this independently in classroom provision activities.
- Phonics sessions always aim to be active and fun! We understand children learn in different ways, so we use a multi-sensory approach to learning



Year One Phonics Screening Check

- 1:1 phonics reading paper with the teacher
- Children will read real and nonsense words
- E.g. star, teg, ind, shog, back, short, think, jair, brown, splat, fighters, sprale, smape, kigh, smile, shune, scarf

<https://www.satspapers.org.uk/Page.aspx?TId=21>



Spellings

- Within each lesson, we teach children some 'high frequency words' to enable them to begin to read some common words on sight
e.g. in at and on will had
- We also teach a set of tricky words in each phase. These are words that don't follow the same pattern as other decodable words
e.g. the we was said
- Once children have been taught these words, we will incorporate them into homework practise. This allows you to be aware of these words and together we can support them to read and spell these common words used in both daily speech and written language

Graphemes and Phonemes

- **Phoneme**- A sound in a word
- **Grapheme**- A letter or sequence of letters that represent a phoneme
- The words below each have 3 separate phonemes (sounds)
- Each of these phonemes is represented by a grapheme (letter or sequence of letters)
- A grapheme may consist of one, two, three or four letters

1	2	3
Kn	igh	t
b	ir	d
f	i	sh

Sound Buttons

c a t

sh i p

ch i ck

 - under a single letter sound

 - under sounds containing more than one letter

Sound Buttons

pin

fish

thing



Sound Buttons

p i n



f i sh



th i ng



Blending and Segmenting

In phonics lessons, children are taught **three** main things

- **Grapheme Phoneme Correspondences**

Children are taught all the phonemes in the English language and are shown the ways of writing them down. These are taught in a particular order. They begin to be shown these in Reception, right through to Year 2

- **Segmenting**

Children are able to break up a word into the phonemes that make it up. This skill is vital in being able to spell words. E.g. c-a-t

- **Blending**

After children have segmented the sounds in a word, they then need to be able to merge those sounds together until they can hear what the word is. This skill is vital in learning to read. E.g. c-a-t, cat

The difference between letters and sounds

- 26 letters in the alphabet
- 44 phonemes (sounds) in the English language
- Some sounds are the same, but are written using different graphemes

e.g. ai- main

ay- play

ee- bee

ea- meat

How to help at home with school reading books

- Bug Club Books- accessed by reading a bug club book provided by school **and** online using your child's bug club account
- These books will be allocated depending on the phonics learning taught that week
- They will then choose an additional book from our reading scheme. This is their reading for pleasure book



How to help at home with school reading books

- Please listen to the read often throughout the week. No more than 3 books will be made accessible each week. This is to encourage your child to read their book a few times. This will help develop fluency and confidence
- Focus reading comprehension as much as phonetical reading
- Make comments about their progress in their reading diary

The importance of Reading

- Results from the world's largest study of school-aged reading habits showed that children who make more than expected progress in reading, meeting and/or exceeding their age expectation, read for an extra 6 minutes per day, compared to their peers. An extra 6 minutes per day equates to 2190 extra minutes per year = an extra 36.5 hours per year
- Studies suggest that from age 6, children no longer gain new vocabulary from adults, but rather from the vocabulary they are exposed to
- Children who read books often gain **higher results in maths, vocabulary and spelling**
- Studies have found that reading for pleasure **enhances empathy, understanding of the self, and the ability to understand one's own and others' identities**
- Studies have shown that those who read for pleasure have higher levels of **self-esteem and a greater ability to cope with difficult situations**
- Children who enjoy reading are **three times more likely to have good mental wellbeing** than children who don't enjoy it.

Fostering a pleasure for reading – it all adds up

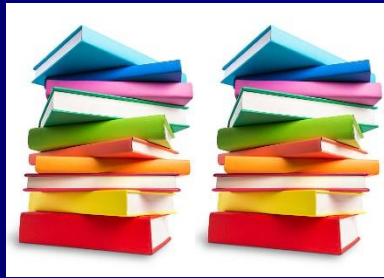
If you read a new book every week...

By the time a child starts school aged 4



they will have read
208 books

By the time a child reaches the end of Year 2, aged 7



they will have read
364 books

By the time a child finishes primary school aged 11



they will have read
572 books

Extra help at home

Homework

- Children will be set homework every 2 weeks
- This will be stuck in their homework book
- Phonics homework will revisit learning from the week
- There will be a variety of letter formation, reading and writing practice
- Homework will be marked in school with the children on the Friday morning before their new homework is set

Extra help at home

- Please help your child to learn the names and sounds of letters. Don't forget to use the 'pure' sound!
- Help your child form letters correctly. Remember, we only use capital letters at the beginning of a name or sentence
- Encourage them to write for purpose, applying their phonic knowledge rather than copying a word written for them

Any Questions

